

FOLIO



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SPECTRUM Spring 1991
with this issue

Should schools operate like businesses?

Are we getting our money's worth from the educational system? That was the question John McDougall, a former president of the Edmonton Chamber of Commerce, asked at the wrap-up panel discussion at last week's 1991 Tri-universities Educational Foundations Conference.

The answer to that question, according to McDougall, is no. "We don't have a lot to be proud of; standards are slipping, grammar is haphazard and many graduates can't do simple arithmetical problems," he said.

We've created a system in which equal outcome is the goal and that inevitably leads to mediocrity, he said. "We're teaching people that they can have all they want, without ever having to work for it."

McDougall suggested that basic knowledge and skills be emphasized to a greater degree, that streaming be an integral part of the educational system and that performance evaluation be used to determine how the system is functioning. "We can't continue to be all things to all people."

He said business concerns about the educational system fall into two categories: whether the basics are being taught and what kinds of attitudes students hold.

Deputy Minister of Education Reno Bosetti questioned whether standards have deteriorated. "I don't believe they have," he said, adding that when people in the business sector criticize the system, they provide precious little evidence to back up the claim.

The system has to continue to develop the individual's innate abilities, while at the same time meet the needs of business, he said. People have to recognize that there is a symbiotic relationship between business and education. He said the system may have to be examined to

"WE'VE CREATED A SYSTEM IN WHICH EQUAL OUTCOME IS THE GOAL AND THAT INEVITABLY LEADS TO MEDIOCRITY."

determine where business people and educators can form partnerships.

"Have we got problems? Yes, you bet we have," said Superintendent of Edmonton Public Schools Mike Strembitski. But it is wrong to draw some parallels between the educational and business sectors, he said.

John McDougall, Past President of the Edmonton Chamber of Commerce

Business people assume you have inputs on one side and outputs on the other—and that's not what educating children is all about. "So much of what we do is in the area of motivation. Our challenge is to convince people we're not attempting to make all children the same."

Fran Savage, President of the Alberta Teachers' Association, said too often business people turn around and dump on the school system. "Rather than finding out the truth, they are often ill-informed and feed off one another's opinions." She said educators and business people share many common goals, so it's important that educators get business people on side.

President of the Alberta School Trustees' Association Joan Cowling said two questions have to be asked: What understanding does the business community have of the schools' objectives? And what supportive role can business play in the education system? Cowling pointed out that the system is fulfilling or exceeding parents' expectations.

Savage said no one wants to talk about the social issues—things like integration of disabled students, dysfunctional families and English as a second language needs. These are difficult issues and will cost too much money, so it's easier to blame the schools for many of the problems, she said.

"The accountability movement poses the greatest threat to teaching. In their daily lives, teachers in the classrooms are becoming increasingly controlled."

Superintendent Strembitski disagreed. On the contrary, he said, the more accountable the schools are to the public, the greater the freedom teachers have to do their jobs. Knowing what's going on in the classrooms results in the public regarding the system as one with integrity and credibility.

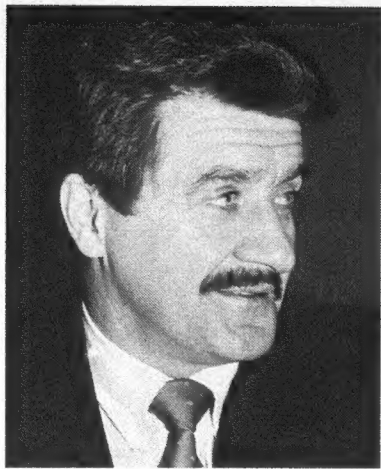


Alberta Teachers' Association President
Fran Savage

While pointed questions were levelled at representatives of the educational system, educators on the panel posed their own questions about business practices. Strembitski asked whether educators should emulate some businesses which have lined up for and received huge government handouts. Cowling asked what opportunities businesses afford their employees to visit the schools during working hours.

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Richard Julien

Francophone school board now the goal, researcher says

a degree of exclusive control, francophones remained far from satisfied with the progress.

"From their perspective, the emergence of a small network of francophone schools has been the result of a long, bitter struggle that persists because the right to manage their schools is still being denied," he explained.

Julien pointed out that unlike recent decisions in British Columbia and Saskatchewan, Alberta refused to set up a commission including some francophone representatives to study how the Education Act can be brought into line with the Supreme Court decision. Only now is the Minister striking a committee to study the issue.

Julien said the original demand for a francophone elementary school in Edmonton in 1982 has evolved into a demand for a network of publicly-financed francophone elementary and secondary schools throughout Franco-Alberta communities. Likewise, there is a concomitant demand for francophone control and management of these schools, and a quest for a community centre/school complex.

"Overall, the Edmonton case study is a microcosm of national French-English language debate that has deep historical roots," he said.

"It is a modern version of the conflict between majority and minority linguistic groups. It effectively illustrates the notion of cultural hegemony whereby any attempts to have a minority language recognized officially are met with resistance from the majority group."

Francophones in the province still see linguistic assimilation as a major problem and a spirited debate has emerged within that community on just how they can resist assimilation, Julien told the conference. "The educational solutions range from an acceptance of the French immersion model to the establishment of a network of francophone schools," an option which has gained in popularity.

"The purposes and functions of French immersion schools were often confused with those of francophone schools. This confusion strikes at the very heart of the pedagogical dispute and remains a heated issue."



Jan Furlong: Mellon Fellowship holder

Furlong puts U of A on the Mellon Fellowship map

A prestigious Mellon Fellowship has been awarded to a University of Alberta student for the first time.

Jan Furlong, an honours student majoring in Japanese Language and Literature, has received one of the 99 Fellowships.

The recipients, chosen from 1,571 seniors across North America, were nominated by faculty members at universities in Canada and the United States.

Furlong was nominated by her professors in the Department of East Asian Languages and Literatures. The Fellowship will allow her to pursue doctoral studies in 18th century Japanese intellectual history at the University of Chicago.

The Mellon Fellowships in the Humanities were created by the Andrew W Mellon Foundation in 1982 to attract promising students into academic careers in their field of study.

Furlong was nominated not only on the basis of marks but for her determination and potential, said Assistant Professor Kaoru Ohta. "Right from the start she had a clear idea of what she wanted to do," he said.

The department does not nominate a student annually. "This kind of student only comes along every five years or so," Professor Ohta said.

Furlong said this is the first time in her life that she has "won anything of major importance." She said she chose to attend the University of Chicago because of its reputation for excellence in East Asian studies.

Furlong's interest in Japan took root while she was growing up in Australia, but she did not visit the country until after her first year of study at the U of A. She participated in "Studying Japan in its Cultural Setting," a two-month student exchange program with Alberta's sister province of Hokkaido.

"If I wasn't hooked by then, I certainly was after that," she said of her passion for Japanese language and literature.

Furlong expects to complete her doctorate in four to five years. The Fellowship covers her tuition and fees and provides her with an annual stipend of \$12,000 (US).

Hers was one of 11 Mellon Fellowships awarded to Canadian students this year.

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of
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Introducing a global dimension

BCom (JAPAN STUDIES) STARTS THIS FALL

The Faculty of Business, through the Centre for International Business Studies (CIBS) and in cooperation with the Faculty of Arts, now offers an innovative program to produce business graduates with expertise in Japan—the Bachelor of Commerce degree with a Japan Studies specialization.

The program integrates business education with systematic supporting education in Japanese language, culture, economics, history and politics. With assistance from the Asia Pacific Foundation and the Eldon Foote Endowment Fund, it will begin in September 1991.

To be competitive in today's business environment, graduates need a global dimension to their studies, says Rolf Mirus, Director of CIBS. "Japan is our second biggest trading partner," he continues. "For us to show commitment to the Japanese market would perhaps require that we have some deeper understanding of their culture."

Students accepted into the program will take required business courses with available options filled with existing Japan-related courses offered by the Faculty of Arts, including three years of Japanese Language, Japanese History, and the Japanese Economy, plus two additional Japan Options outside the Faculty of Business. In addition, they choose two electives from among four Faculty of Business international offerings: The Envi-

ronment of International Business, International Marketing, International Business Law, and International Finance. A special exchange with Sophia University in Tokyo has also been arranged. "One, two or three of our students will go there for a semester or a year," Professor Mirus explains. Courses taken will complement those given here and will be in English.

A BCom (Japan Studies) is open to all interested students admitted to the Bachelor of Commerce program. Response to date has been good. "We're hoping for a small number of seriously dedicated students," says Professor Mirus. Brochures have been sent to high schools in Alberta, Saskatchewan and British Columbia.

The Asia Pacific Foundation will soon have a database for job opportunities, Professor Mirus notes, and while he isn't promising a premium for program graduates, he has "a hunch" that the special skills it develops may be rewarded. "In a real sense, universities should be leaders," he comments. "Alberta has to have managers in the future who are 'up to snuff' ... to be 'up to snuff' means you have to have an international orientation," he adds.

The application deadline for the BCom (Japan Studies) program is 1 June 1991 for entrance in the fall. Applicants should include a brief letter stating their reasons for applying.

Education must adopt new model, researchers say

Plato, in his work *The Republic of Plato*, wrote "... for I really believe that to kill a man unintentionally is a lighter offence than to mislead him concerning the goodness and justice of social institutions."

According to one of the presenters at the Tri-universities Educational Foundations Conference held last week, Plato's caution seems to have gone unnoticed for centuries.

Educational institutions must undergo changes to their organizational structures and forms of leadership, says Ailsa Watkinson, a graduate student in the Department of Educational Administration, University of Saskatchewan. "Educational institutions, including colleges of education and their administration, [must] examine their practices through the eyes of feminism."

"Educational administration's love affair with business-oriented organizational theory, a great deal of which was developed for military purposes, has caused us to lose touch

with the *raison d'être* of educational institutions which is, in part, to provide students with a means to a clearer understanding of our world and information needed to adapt and bring about change," said Watkinson.

The functionalist paradigm is the dominant orthodoxy employed by educational institutions, she argued, and those institutions are generally designed as bureaucracies, which emphasize control and competition, rather than collaboration and cooperation. "Max Weber's proposal of a dehumanized bureaucracy in which all personal, irrational and emotional elements are to be eliminated from official business makes absolutely no sense when dealing with the development of children," she argued.

Other presenters at the conference criticized educational institutions for discriminating against women. "Systemic discrimination has been identified as a major barrier

to women seeking administrative positions within educational systems," said Jody Glacken, a PhD student in Educational Policy and Administrative Studies, University of Calgary.

Glacken said the recent Task Force of Women in Administration found that women were underrepresented in senior administrative positions and that less than six percent of all school boards in the province had adopted formal employment equity policies. Only one school board had implemented a policy designed to increase the representation of women in administrative positions.

Carol Schick, a University of Saskatchewan College of Education student who has just completed her MA, said, "The further up the hierarchical ladder of education one moves, the closer one is aligned with the dominant culture." The more "rarified the educational atmosphere", the more people are unwilling to make changes to or criticize institutional structures.

Watkinson said that if educational administration was centred in caring, cooperation and connectedness, it would be more relevant to students. Society continues to espouse the traditional theories of education and administration which ask women to progress like men. In effect, that means subordinating relationships, connectedness and caring to a removed impartial adherence to universal principles.

University of Saskatchewan MA student Suzanne Bertrand, an elementary school teacher who taught in the Yukon for 20 years, said, "If attitudes toward women and gender inequity are to change, young women and men in secondary schools must be given the opportunity to engage in discussions about roles, rights and values in a changing society."

"If curriculum and pedagogy are adjusted to include and value women's achievements, experiences and ways of knowing equally with those of men, then we can expect change away from gendered socialization," she said.

REPLENISHMENT OF GFC STANDING COMMITTEES 1991-92

The terms of office of a number of staff members serving on GFC standing committees, and on bodies with membership elected by GFC, will expire on 30 June 1991. The GFC Nominating Committee soon will be seeking replacements for these members and wishes to inform the University community that vacancies will occur on the following committees/bodies:

- Academic Appeals Committee (Regular and Alternate Members)
- Academic Development Committee
- Campus Law Review Committee
- Committee for the Improvement of Teaching and Learning
- Conference Funds Committee
- Council on Student Life
- Department Chair Selection Committee: Panel of Members
- Executive Committee (Nominees must be GFC members)
- Facilities Development Committee
- Library Committee
- Planning and Priorities Committee
- Special Sessions Committee
- The Senate (Nominees must be GFC members)
- Undergraduate Awards and Scholarship Committee
- Undergraduate Teaching Awards Committee
- University Appeal Board (Regular and Alternate Members)
- Universities Coordinating Council (Nominees must be Deans)
- University Professorships Selection Committee

The GFC Nominating Committee invites nominations for these positions. All nominations, or expressions of interest, should be accompanied by a brief biographical sketch and be directed to the Coordinator, GFC Nominating Committee, 2-5 University Hall (492-4715).

Schindler wins Stockholm Water Prize



David Schindler

David Schindler, Killam Memorial Professor of Ecology, has been awarded the Stockholm Water Prize in recognition of his outstanding contribution in the field of water conservation.

He will receive the \$150,000 (US) prize from Queen Silvia of Sweden at an international ecologists symposium in Stockholm this August.

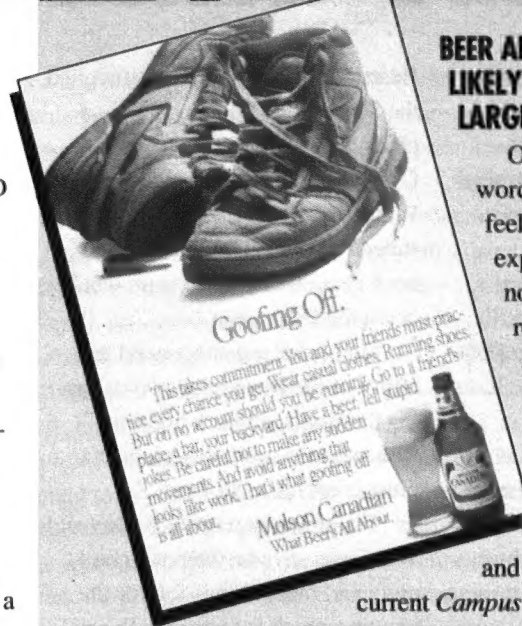
Dr Schindler is being honoured for two decades of whole-lake experiments on northern lakes. In the 1970s, results from the Experimental Lakes Project in northern Ontario helped convince regulators in the US and Canada to control phosphates and sulfur oxide emissions.

More recent research on the effects of acid rain was also instrumental in shaping public opinion and international legislation. Dr Schindler and his colleagues found that many organisms in the lakes died at a lower acidic level than was previously thought.

Dr Schindler was appointed Killam Memorial Professor at our University in September 1989. He is currently studying ecologically sensitive alpine lakes in the Rockies.

In northern Ontario, the Experimental Lakes Project continues, despite threats that the federal government may terminate it. Dr Schindler says he will do what he can to keep that project going. "That'll mean a lot more to me than winning this prize," he said.

LETTERS



BEER ADVERTISEMENT LIKELY SYMPTOMATIC OF LARGER ISSUE

One cannot imagine, nor can words adequately describe, the feeling of sick surprise that I experienced yesterday afternoon [11 April] when, upon returning from a morning spent discussing with psychologists from the Department of the Alberta Solicitor General the horrendous costs to our society directly related to drug

and substance abuse, I found the current *Campus Recreation Catalogue* in my

campus mailbox and noticed the back cover advertise-

ment. How curiously ironic that this full-page beer advertisement paid for by Molson Canadian has the potential to say more to the users of the catalogue than the numerous announcements for fitness and physical activity classes that are found within. How appallingly ironic that the youth of our province are exposed to excellent media messages produced by AADAC, such as *Zoot Capri*, which are aimed at reducing drug and substance abuse, only to be confronted upon attendance at the University with University-facilitated media messages to "avoid anything that looks like work. That's what goofing off is all about. Molson Canadian - What Beer's [sic] All About."

At first, as my brain recoiled in absolute horror, I thought that this illogical, illiterate "advertisement" was the result of some irreverent, distorted attempt at humour, often typified on campus à la the "Medicine Show" or "Engineering Week." However, upon reasoned reflection, I found the advertisement to be consistent with a number of alcohol-related "events/policies" on campus. As examples consider: student noticeboards, which can be found down virtually every hallway, that are crammed with notices for "pub crawls" and other end of academic year festivities whose only common theme appears to be "all you can drink for only ..."; an alcohol awareness program at the University that was followed by a beer party in the "Quad"; a report that the Graduate Students' Association is aware of serious alcohol-related problems, but continues to sell alcoholic beverages on campus simply to make an economic profit; and an observation of a University administrator intoxicated together with students at a student party on campus. Perhaps it is axiomatic that "a fish rots from the head", or as noted by Juvenal, "*Uvaeque conspecta livorem ducit ab uva.*"

I am not an apologist for prohibition, but rather a concerned health care professional, who has devoted a significant part of his life to the prevention and treatment of drug and substance abuse-related problems, and as such I am only too keenly aware of the tremendous degree of pain and misery associated with drug and substance abuse at every level within our society. Philosophically, alcohol use kills the spirit and murders the soul of those who become addicted to it. Physically, alcohol use is associated with significant morbidity, including the Fetal Alcohol Syndrome and the Wernicke-Korsakoff Syndrome, and the deaths of approximately 10 percent of all Canadians. Economically, alcohol-related health care costs consume about 10 percent of the entire health care budget and are responsible for untold losses to the economy, including those related to decreased productivity and premature mortality. Sociologically, alcohol use is related to the majority of cases of family violence, including sexual abuse of children and violence against women. All in all, alcohol use is associated with more harm annually in Canada than that caused by all of the other drugs and substances of abuse combined. If the University administration is not formally aware of these facts then perhaps this is because, as noted by Thomas Fuller, "A pebble and a diamond are alike to a blind man."

I firmly believe that the central administration of the University has a moral responsibility to take a strong proactive stance in this matter and that if it chooses not to be part of the solution then it has chosen to become part of the problem. As noted by Bob Dylan, "Please get out of the new world if you can't lend a hand for the times they are a changin'." In the spirit of lending a hand, I am offering to you [President Davenport] my expertise in drug and substance abuse and am willing to serve, for example, as the chairperson or a member of a presidential committee that I believe should be appointed to examine not solely the issue of the Molson advertisement, but the entire issue of drug and substance abuse on campus, which the advertisement in question is likely symptomatic of. As I have noted previously in several lectures and presentations: the war on drugs in Canada cannot be won by foreign troops in drug-producing countries, not by customs officials at Canadian borders, nor by the RCMP or local police departments; it can only be won by individual Canadians, when each of us makes a commitment in heart and mind to do our part in this war, which we are currently losing. Let us begin by making this commitment here at the University of Alberta.

Louis A Pagliaro

Professor of Pharmacy and Pharmaceutical Sciences

Wilkinson becomes Papa Bear

Having defeated the Grim Reaper, the Golden Bears football team is hungering for victories of a more traditional nature. Should they need to look to the sidelines for inspiration, the Bears will see Tom Wilkinson and be reminded that a player with modest physical skills can be elected to the Canadian Football League Hall of Fame if he has a big heart and applies himself.

"Wilkie," whose services as head coach were secured by the Bears last week, is new to the coaching ranks but he immediately brings a winning attitude to the locker room and the playing field.

His appointment, announced by Dale Schulha, Chair of the Department of Athletics, builds on a spirit of optimism that flourishes in stark contrast to the events of a few short months ago. It was 14 January that the Department of Athletics announced that because of financial reasons, Bears football had to be discontinued. One week later, Dave Rowand, President of the Golden

Bears Alumni Association, unveiled the Save the Bears campaign and pledged the association's support. On 14 March, at the annual Sports Wall of Fame Dinner, Rowand stated that sufficient funding had been generated and the team would be on the field again.

"In March we announced the return of the Bears; now we're saying the Bears are back big time," Rowand told sports reporters at a press conference 17 April.

Training camp opens 3 May and Wilkinson says he intends to build unity and make things fun for the players, which is to say the Bears will work hard but in an atmosphere which keeps the win-at-all-costs attitude at the end of the bench.

Wilkinson, whose coaching experience has been limited to tutoring high school quarterbacks at mini-camps run by the Eskimos, says, "I'm going to make mistakes, but I'll be trying to learn from the players. I hope they are patient with me."

Chinese students find life difficult in Canadian universities

Chinese students studying in Canadian universities have to re-orient their thinking from a tradition which relies on authority and compliance, to an approach that requires a critical, skeptical examination of evidence.

University of Saskatchewan graduate student Ling Zhang, who has studied the cultural impact and cross-cultural adjustments Chinese students have to make at the U of S, said, "Chinese students are bewildered by the unfamiliar demands and expectations made on them in their new milieu."

Addressing the 1991 Tri-universities Educational Foundations Conference last week, Zhang said Chinese students find the Canadian educational system less structured, geared more to self-directed learning and more permissive. This is in marked contrast to the Chinese system, which is more authoritative and hierarchical.

Zhang said the Chinese system has been heavily influenced by the philosopher Confucius and "...the notion of the teacher as a model has played an important role since ancient times in Chinese educational theory." So, when Chinese students find themselves in a Canadian university, they have to deal with linguistic problems and a different conceptual frame of reference.

"Some participants [in her study] reported that they were more inclined to accept an academic authority, were less independent in their thinking and relied more on memorization as a means of passing examinations," she explained.

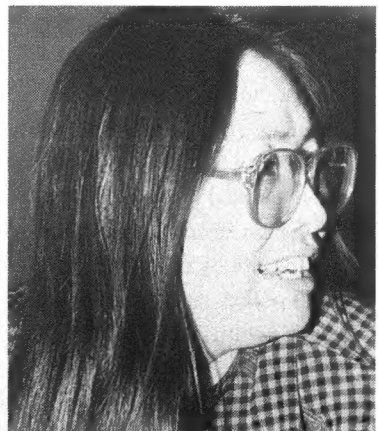
Zhang, who taught Chinese at McGill University and learned English in China, said one of the pri-

mary reasons Chinese students do not have frequent social contacts with their professors and Canadian students is because of their inability to speak English proficiently.

"According to the participants, the process of establishing friendships with people from another culture becomes more complicated," she said. "With different cultural backgrounds, both parties involved are likely to develop misunderstandings and misinterpretations of each other's behaviour, resulting from differences in their understanding of the way the world works.

"Chinese students are overwhelmed by the marked differences between the home and host cultures. They find themselves not able to fully understand and relate to the intricacies of the host culture, and they lack adequate control of what happened to them in their new environment.

"In many situations they are not able to make sound judgments and appropriate social responses based on their previous learning and experiences. In their own terms, their judgmental ability seems lost when they move from the home culture to the host culture."



Graduate student Ling Zhang

He's got at least two aces up his sleeve, which, if you're not familiar with the Wilkinson profile, is none too long. Eskimos General Manager Hugh Campbell and ex-players Dave Cutler, Ian McLeod and Brian Fryer seem only too pleased to offer advice if called upon and former head coach Jim Donlevy will keep tabs on players' academic eligibility. Certainly, the Bears have a "name" coach. Wilkinson led the Eskimos to eight Grey Cup appearances and five victories. Although not noted as a pure passer, he holds the record for the highest completion percentage in a game (90.5 percent). He won the Schenley Award as Most Outstanding Player in 1974 and was runner-up in 1978. Wilkinson was inducted into the CFL Hall of Fame in 1987.

The Eskimos are excited about Wilkinson's appointment, Rowand says, hinting that the Bears' marketing picture could be in for a big gain. Potential sponsors and advertisers

are being contacted and the Alumni Association will also help in this regard.

This is the first time in Canada that an alumni association has had a direct involvement with a football program, Rowand commented. Other associations, he said, are content to simply raise funds and turn them over to the team.

Wilkinson was chosen by a selection committee made up of Jane Watkinson, Dean of the Faculty of Physical Education and Recreation, Schulha and Garry Smith (Physical Education and Sport Studies), and Alumni Association representatives Ian McLeod and Clarence Kachman. After a week of deliberations and interviews, Wilkinson emerged as the unanimous choice, Schulha said.

The Bears are expected to practice at Varsity Stadium and play their home games at Clark Stadium. The schedule hasn't been finalized, but the Bears first home game should be in mid-September.

U of A shines in NSERC's Strategic Grants program

The Strategic Grants Program is one of the most competitive award programs administered by the Natural Sciences and Engineering Research Council of Canada (NSERC). According to statistics recently released by NSERC, the University of Alberta ranked second in Canada in the value of new grants awarded during the 1990 competition, with totals in excess of \$1.3 million. The University of British Columbia held first place with new grants of \$1.8 million.

It is interesting to note that research leaders in the operating grants program have also emerged as leaders in the strategic grants.

The Strategic Grants Program's objective is to promote and accelerate targeted research in selected fields of national importance. More specifically, it is the intent of the program to enable university researchers to increase their contributions towards the understanding and solution of problems in these fields and to train highly qualified personnel.

The Strategic Grants Program has been one of NSERC's major vehicles for bringing the university and industrial communities together. The broad areas targeted for support under the program include: advanced technologies (for instance, biotechnology, information systems), natural resources (for instance, forestry and mineral resources) and environmental quality.

The prominence of the University of Alberta's awards in the 1990 competition follows a decade of steady progress.

During the 1980-81 fiscal year, the strategic grants expenditures totalled \$17.9 million and only six areas of research were eligible. At that time, the University of Alberta ranked 13th in terms of total strategic grants funding and received \$506,919.

RESEARCH LEADERS IN THE OPERATING GRANTS PROGRAM HAVE ALSO EMERGED AS LEADERS IN THE STRATEGIC GRANTS.

By the 1989-90 fiscal year, the strategic grants expenditures totalled \$33 million and the targeted areas of research had grown to 13. In the same year, the University of Alberta ranked fifth and received funding of \$2,341,229. McGill led the nation with funding of \$3.8 million, followed by Toronto (\$3.4 million), Waterloo (\$2.7 million) and UBC (\$2.5 million). McMaster was a close sixth with awards of \$2,314,822.

Susan Babcock, Coordinator of Programs, Research Grants Office, points out that the success of individuals increases the size of the general research grant which fuels the University's Central Research Fund.



Patricia Demers

Rutherford Award winner serves ham with élan

Patricia Demers (English) says teaching seemed to follow naturally from her love of literature. "I just continued doing what I liked to do, and I ended up teaching, standing in front of a class performing," says the winner of a 1991 Rutherford Undergraduate Teaching Award.

She believes that teaching and research are inseparable. "They share a life fed by a passion for and delight in learning." In her classes, she reflects her enthusiasm for her chosen field. "My greatest priority is to engage my students in the careful study of the text, a text which can never be divorced from its historical milieu, a text which continually impinges on the present. There has to be some way in which this text is not just an archival fact but something that touches our lives today."

Cited as "wonderfully inspiring" and "a first-class scholar" who is hard working and highly organized, she aims for maximum student involvement. She admires her students. "I learn a lot from them. They ask questions sometimes that I've never heard of," she says. In a classroom, she notes, the notion of a single, unifying, incontestable meaning is challenged. "Most undergraduates today come fully aware of the relativity of all truth and the fluidity of various interpretations," she observes. As she sees it, her job is to present the multiplicity of possible meanings of the text. She hopes her "classes engage and exercise a critical intelligence on the part of the students, an intelligence that is simultaneously willing to be moved and able to analyze."

She has been described as having a "flair for drama, dialogue and intensity," which no doubt helps move her students. "I'm a ham," she admits, with a laugh. "...to enter the world of the class and the text and the moment of the particular discussion is very liberating. It's actually a great kick."

While there have been a number of turning points in her career, she says the advent of serious and strong, solid feminist work in the early '80s made her more aware of the responsibility of teaching as a woman, a combination which is natural to her but still "curious," she recognizes, to some people who think of a "professor" as a man with a pipe and leather elbow patches on his jacket. "I try not to get hung up about it, but by example or practice attempt to dissuade them from these stereotypical notions." In fact, some students perceive her as a role model. In her own life, she sees her mother, a retired high school English teacher, as the most positive influence. "She's a complete dynamo," she enthuses, "her capabilities seem to be limitless. She's a graduate student at 76."

Professor Demers says she's always nervous about the first meeting of a class. "The greatest challenge is finding your way in a group of relative strangers. Because I have a passion and greed for learning, the text itself doesn't worry me. What I always have to be responsive to is the human element in the classroom."

Returning from a study leave, she's particularly excited about teaching next year's full-year course on Milton. "I have to be conscious of the response of the postmodern, post-Christian, contemporary student to this orthodox Christian 17th century writing ... to try to bridge the gap between Milton's contemporaries and us."

She is eager to be back in the classroom. "Teaching, for me, is essentially practical. It has to be active, not essentially theoretical. That doesn't mean that it's without any kind of theoretical underpinnings which may be implicit, but maybe I prefer to keep them implicit," she comments. Ultimately, it has to be fun, she concludes. "It has to be the exuberant catalyst of our lives."

Next week: Professors Brian Harris, Anne Lambert and Gamila Morcos.

Study shows universities doing their job

Results from a survey of postsecondary graduates recently released by Alberta Advanced Education shed some light on the integration of the university graduate into the Canadian labour market.

The nationwide survey of 1986 graduates from universities, colleges, and trade-vocational institutions was conducted in May of 1988. The survey of Alberta university and college graduates was expanded with additional funding provided by Alberta Career Development and Employment and Alberta Advanced Education.

The Alberta portion of the survey was sent to 3,701 graduates from the Universities of Alberta, Calgary, Lethbridge, and Athabasca, Newman Theological College, Canadian Union College, and Camrose Lutheran College. Graduates were surveyed on areas such as labour market outcomes, including funding implications and earning potential, demographic profiles, and levels of satisfaction with educational experiences. What follows is a brief look at the survey results for 1986 graduates from Alberta universities.

Demographic profiles revealed that the large majority of graduates from Alberta universities resided in Alberta both before and after their postsecondary education. For those graduates who moved to other provinces, Ontario, followed by British

Columbia, were the most popular destinations. While in many cases, geographic moves were made for occupational reasons, a surprising 46 percent participated in some form of additional educational activity, not necessarily in Alberta, after receiving their degrees.

Also interesting is the fact that the large majority of university graduates had parents who had not acquired university-level education, and that 32 percent of the fathers and 28 percent of the mothers of university graduates had not completed high school.

AT THE TIME OF BEING SURVEYED, 82 PERCENT OF UNIVERSITY GRADUATES WERE EMPLOYED, OF WHICH 88 PERCENT HELD FULL-TIME POSITIONS.

While the number of females surveyed accounted for 52 percent of the sample, there were some significant disparities in male/female representation according to the field of study. Whereas males significantly outnumbered females in the fields of engineering, commerce,

law and economics, females particularly dominated the fields of education and fine arts/humanities.

For the most part, differences in salaries after graduation according to field of study between females and males were not as pronounced. Overall, no significant differences in annual earnings between males and females were reported; however, in the area of medical/health professions, the average estimated annual salary for males was approximately \$13,000 higher than that reported for females. Across all areas, the reported average salary for university graduates was \$30,000, which was \$7,000 more than that reported by college graduates.

General employment statistics reported were indeed favourable. At the time of being surveyed, 82 percent of university graduates were employed, of which 88 percent held full-time positions. It is also worth mentioning that employment rates for Alberta graduates were slightly higher than the national average.

Employment rates varied considerably across different career fields, with a low of 74 percent for fine arts and humanities, and a high of 90 percent for education. Happily, of all employed university graduates, 91 percent were either satisfied or very satisfied with their employment positions, and 77 per-

cent stated they were either satisfied or very satisfied with their employment incomes.

Asked why they enrolled in their education programs, university graduates listed acquisition of skills needed for a particular occupation or for improving chances of a good income.

Questions in the area of program satisfaction yielded encouraging results. The vast majority of university graduates reported being satisfied that their educational programs had met the expectations they held at enrollment, and provided them with improved chances of obtaining a good income.

Perhaps even more encouraging is the fact that 85 percent of university graduates felt their programs had given them the opportunity to improve themselves and it is revealing to see that 87 percent of university graduates surveyed chose to remain in Alberta.

Keeping in mind that the value of a university education experience lies ultimately in what is made of it by its recipient, the Statistics Canada/Alberta Advanced Education survey confirms that Alberta's universities are providing students with a valued, appreciated, and worthwhile experience.

This article, reprinted from Rumor, a publication of the Office of the Registrar, was prepared by Greg Affolder, High School Liaison Officer.

Telling a robot what to do HERE'S ONE YOU CAN REALLY 'TALK' TO

It is now feasible to reprogram a robot—teach it new tasks—simply by giving instructions in plain English. Roger Toogood (Mechanical Engineering) and graduate student Simon Monckton have designed a system in which an operator could say, "Build a centrifugal pump," and the robot would do it.

The robot could do so because it is tied to a computer that contains a natural language processor to decode simple imperative commands, a "world model" that specifies the locations of objects typically present in the work area around the robot, and video cameras for locating and identifying any new objects in the work area. When given a command by the robot operator, the computer consults the world model and automatically calculates the complex equations involved in determining the robot's joint angles and movements.

Reprogramming a robot usually is a slow and technically complicated process. Professor Toogood's system makes reprogramming easy because it uses simple languages as building blocks of information. Using commands that the machine already recognizes, an operator "teaches" the robot a new task by listing the sequence of steps involved in the task.

If the robot already recognizes commands such as "open the gripper," "move the gripper to the box," "close the gripper," and "lift the box up 10 centimetres," then a user can list those steps and label them "pick up the box." An important feature is that commands can be generalized: if the system understands "pick up the box," it will also understand "pick up the cup."

The "pick up" command then becomes a building block for teaching the robot another new task: "open the box" might mean "pick up the box," "set it on the table," and "lift the flaps." Professor Toogood says, "As we move up this hierarchy, we get to the point where we can instruct it to 'Build a centrifugal pump,' and it will know what that means because along the way we have taught it what all the subtasks are."

Professor Toogood's next goal is to tie this natural language instruction system to voice recognition programs. That would enable the robot to recognize and act on spoken commands as well as typed ones.

Funding for this work has come from the Natural Sciences and Engineering Research Council, the University of Alberta Central Research Fund, and the Department of Mechanical Engineering.

This article is reprinted from Research Report, a quarterly publication of the Office of Public Affairs.

Employee Assistance Program a proven stress-reducer

When you lose your job, you often have more to deal with than financial problems. If you are a nonacademic staff member whose job has been abolished, you might be experiencing feelings of grief, frustration, powerlessness, or anger.

The Employee Assistance Program is here to help. Even though you have been laid off, the EAP is still available to you and your family.

The program, offered through Personnel Services and Staff Relations and run by Priority One Human Resources Inc, has three chartered psychologists trained to help you.

HOW CAN EAP HELP ME DEAL WITH LOSING MY JOB?

Losing your job is stressful, to say the least. A counsellor from the EAP can help you deal with this stress. He or she can help you identify specific things that are troubling you so you can deal with them rationally. You might also acquire a new perspective on your situation that can improve your outlook.

WHAT KINDS OF PROBLEMS CAN I DISCUSS WITH A COUNSELLOR?

Feel free to discuss anything that is causing you or your family emotional hardship. Losing a job can be as traumatic as losing a family member—it is normal to feel upset. Being suddenly unemployed creates new stresses in your life that can affect family relationships or cause substance abuse. The EAP counsellors can help you straighten things out or will refer you to someone who can.

FOR HOW LONG AFTER I AM UNEMPLOYED CAN I USE THIS SERVICE?

The EAP is still available to you after you have received your layoff notice. And you can use the service

for the duration of your recall period, whether it be 12 or 24 months.

HOW OFTEN CAN I VISIT A COUNSELLOR?

You can visit a counsellor on a regular basis until you feel you can deal with your situation independently.

IS THIS COUNSELLING SERVICE CONFIDENTIAL?

Yes. Counsellors do not share with anyone the information you give them or the problems the two of you discuss. And because you contact the EAP office directly, you do not have to advise anyone that you are seeking assistance if you don't want to.

WHO PAYS FOR THE SERVICE?

EAP costs are borne by the University Supplementary Health Care Plan.

WHO HAS USED THIS SERVICE ON CAMPUS? HAS IT HELPED THEM?

In the 1 1/2 years that the Employee Assistance Program has been on campus, 396 employees, or 6.6 percent of all staff, have used the service. In addition, 168 family members of University staff have come for assistance. The response to the EAP has been overwhelmingly positive.

HOW DO I CONTACT AN EAP COUNSELLOR?

The Employee Assistance Program's office is in Campus Tower, 8625 112 Street. Office hours are 9 am to 9 pm Monday through Thursday, and 9 am to 6 pm Friday. The phone number is 433-6811, and there's a 24-hour answering service.

NOMINATIONS SOUGHT FOR PROFESSOR OF THE YEAR AWARD

The Council for Advancement and Support of Education (CASE) invites nominations for its 1991 Professor of the Year Award.

Judges will select one Canadian Professor of the Year. That person will receive a \$5,000 cash award and a framed citation at CASE's premier program, the Annual Assembly, to be held in Montreal 14 to 17 July. The top professor also receives media recognition.

A university can nominate up to three teachers for the award. An entry form must accompany a one-page *curriculum vitae* and up to six one- or two-page letters from current or former students, colleagues, the president of the institution, academic deans, or any others who support the nomination.

The panel of judges are looking for a professor with an extraordinary commitment to teaching. Other criteria include service to the institution and the profession; balance of achievement in teaching, scholarship, and service; evidence of impact on and involvement with students; evidence of achievement by former students; and the strength of support from current and former students.

The entry fee for each nomination is \$40 (US). The deadline for entries is 31 May 1991. Entry forms are available from the Office of the Committee for the Improvement of Teaching and Learning, 302E Students' Union Building.

EVENTS

TALKS

ALBERTA HERITAGE FOUNDATION FOR MEDICAL RESEARCH

26 April, 4 pm

Myron F Goodman, Department of Biological Sciences, University of Southern California, "Fidelity Mechanisms in DNA Replication and SOS-Induced Mutagenesis." Presented by Genetics. CW410 Biological Sciences Centre.

30 April, 11 am

Pieter Cullis, Department of Biochemistry, University of British Columbia, "Ion Gradients and Membrane Transport." 2J4.02 Mackenzie Health Sciences Centre.

1 May, 4 pm

John Hassell, director, Institute for Molecular Biology and Biotechnology, McMaster University, "PEA3, A New Member of the ETS Oncogene Family." 2-27 Medical Sciences Building.

2 May, 4 pm

Ken Neet, professor and chairman, Department of Biochemistry, Chicago Medical School, "NGF Structure,

Stability, and Signalling." Presented by Anatomy and Cell Biology. 5-10 Medical Sciences Building.

7 May, 4 pm

Geraldine Weinmaster, postdoctoral fellow, The Salk Institute, "Proliferation and Gene Expression in Rat Schwann Cells." Presented by Anatomy and Cell Biology. 5-10 Medical Sciences Building.

PHARMACOLOGY AND CARDIOVASCULAR DISEASE RESEARCH GROUP

29 April, 4 pm

Pieter Cullis, professor, Department of Biochemistry, University of British Columbia, "Liposomes and Cancer Chemotherapy." 207 Heritage Medical Research Centre.

BIOCHEMISTRY

30 April, 3 pm

Michel Liuzzi, research scientist, Biochemistry Department, Bio-Mega Inc, "Selective Inhibition of Herpes Simplex Virus Ribonucleotide Reductase." 4-70 Medical Sciences Building.

ENVIRONMENTALLY RELATED SEMINARS AND EVENTS

If you wish to have an environmentally related event listed under this section, please contact: The Environmental Research and Studies Centre, 492-6659.

Soil Science

2 May, 2:30 pm

Sheila Luther, "The Mineralogy and Chemistry of Gypsum-Based By-Products of Phosphate Fertilizer Production." 2-36 Earth Sciences Building.

Soil Science

7 May, 12:30 pm

L Boersma, Department of Crop and Soil Science, Oregon State University, Corvallis, Oregon, "Soils and Agriculture in the USSR from Moscow to Khabarovsk as Seen From the Trans-Siberian Train." 2-36 Earth Sciences Building.

PSYCHIATRY

2 May, 4 pm

Suzanne Steinmetz, chair of Sociology, Indiana University, Indianapolis, "Domestic Violence: A Family Affair." Bernard Snell Hall, Mackenzie Health Sciences Centre.

2 May, 7:30 pm

Suzanne Steinmetz, "Battered Men: The True Cost to Men, Women and Families." Panel discussion to follow with: Lesley Gregorash, Hugh McGeary, and Howard Sapers. Bernard Snell Hall, Mackenzie Health Sciences Centre.



ACROSS CANADA

MEMORIAL FACING SEVERE CUTBACKS

Memorial University will have to cut jobs, increase fees and cutback services and programs because of government underfunding. President Arthur May announced recently that, even with a funding freeze, the Newfoundland university still faces a \$7 to \$8 million shortfall in revenue.

The provincial government, in its last budget, announced a wage freeze for one year. The operating grant announced for the university will not support the existing level of activity, Dr May said.

QUEEN'S, TRENT SET UP NATIVE TEACHERS PROGRAM

Queen's University and Trent University have set up a program to help train native teachers to teach in native schools. Officials at the two universities are hopeful that their program will adapt to native needs in areas such as curriculum and teaching methods. Up to half of the course will be native studies courses.

WESTERN IN SEARCH OF THE FUTURE

An ad hoc subcommittee of Western University's Senate has been established to investigate internal funding options to preserve the university's excellence in teaching and research. The committee wants to determine what the university should be by the turn of the century.

DALHOUSIE LIBRARY TAKES BODY BLOW

About \$170,000 worth of subscriptions to journals and serials is being cut at the Kellogg and Killam libraries. Librarians are citing drastic price increases and strong American and European currency rates as two of the primary reasons for the cuts.

MANITOBA STUDENTS PROTEST FUNDING CUTS

Students from the universities in Manitoba marched on the provincial legislature late last month to protest the deteriorating quality of education. Opposition leaders Sharon Carstairs and Gary Doer joined the students.

U OF T APPROVES REVISED EQUITY POLICY

The University of Toronto has approved a revised equity policy that officials hope will enable the institution to recruit faculty from a broader cross section of candidates. The policy includes a timetable and goals for hiring faculty from groups such as visible minorities, aboriginal people and disabled people. The university's original policy applied primarily to women.

Chemical Exchange Program in new quarters

The University's Chemical Exchange Program, now entering its seventh year of operation, announces its new location—E4-33 Chemistry Building—and new telephone number—492-7484.

Over the years, chemicals which have already been distributed to researchers at no cost would have cost more than \$2 million to purchase, says Patrick Doran. Savings on the cost of disposing of the chemicals have also been realized.

"With the increased awareness of the potential harm to the environment of improper disposal, and with rising chemical prices and reduced budgets, the exchange of usable chemicals makes good sense," Doran says.

The exchange currently has an inventory of more than 10,000 chemicals. A list of the chemicals is accessible in file 'RECYCLE' of C.S.I.D. 'CHGR' on the University's mainframe computer. A printed list of the chemicals which have been received by the exchange in the last year is available from Patrick Doran, Chemical Exchange Program, c/o Department of Chemistry.

To help cover the administrative costs of the program, a nominal fee of \$10 per order plus \$2 per container is now necessary. Chemicals can be ordered by sending a written request to Mr Doran or by calling him at 492-7484.

Chemicals are accepted for the exchange if they are in the original container bearing the original label. Anyone with chemicals to donate should first send a list to Patrick Doran.

ALBERTA HERITAGE FOUNDATION FOR MEDICAL RESEARCH AND REHABILITATION MEDICINE

3 May, 10:30 am
Anne Fisher, Department of Occupational Therapy, University of Illinois at Chicago, "Use of the Rasch Measurement in the Construction of Measures." 1009 UAH Education and Development Centre.

1991 BIRSS MEMORIAL LECTURES

William G Laidlaw, Department of Chemistry, University of Calgary, will present the following lectures under the general title, "Simulating Physical Systems: From Analytic Equations to cellular Automata." The lectures will cover the following subjects:

6 May, 11 am
"The 'Mercury Beating Heart': A Discussion of the Hydrodynamic Mode Selection. V-107 Physics Building.

7 May, 11 am
"Dynamics 'in' a Deforming Interface: Finite Difference Representation of Coupled Non-Linear Equations." V-107 Physics Building.

8 May, 11 am
"Flow in Porous Media." V-107 Physics Building.

MISENER/MARGETTS WOMEN'S RESEARCH CENTRE

8 May, 7:30 pm
Cathy Bray, "Women and Work and Play." 11043 90 Avenue.

CHEMISTRY

10 May, 11 am
Shun-Ichi Murahashi, Department of Chemistry, Osaka University, Japan, "Biomimetic Transition Metal Catalyzed Reactions in Organic Synthesis." E3-25 Chemistry Building.

ARTS

EXHIBITIONS

MCMULLEN GALLERY

Until 2 June
"Thirty Years of Inuit Art from the Collections of the Inuit Art Enthusiasts." Gallery hours: Monday to Friday, 10 am to 4 pm; Saturday and Sunday, 1 to 4 pm. Information: 492-8428, 492-4211. Walter C Mackenzie Health Sciences Centre.

POSITIONS

The University of Alberta is committed to the principle of equity in employment. The University encourages applications from aboriginal persons, disabled persons, members of visible minorities and women.

SUPPORT STAFF

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 2-40 Assiniboia Hall, telephone 492-5201. Due to publication lead time and the fact that positions are filled on an ongoing basis, these vacancies cannot be guaranteed beyond 19 April 1991. For a more up-to-date listing, please consult the weekly Employment Opportunities Bulletin and/or the postings in PSSR.

Positions available as of 19 April 1991.

The limited number of vacancies is a result of the current Support Staff hiring freeze.

The salary rates for the following positions reflect adjustments in accordance with the terms for the implementation of the Pay Equity Program.

DEPARTMENTAL/EXECUTIVE SECRETARY (Grade 6) (Part-time/Term to 23 August 1991), Drama, (\$1,171 - \$1,460) (prorated)
SENIOR FINANCIAL RECORDS CLERK (Grade 4), Housing and Food Services, (\$1,633 - \$2,013)

PROGRAMMABLE TYPEWRITER OPERATOR (Grade 5), Sociology, (\$1,784 - \$2,210)

DEPARTMENTAL/EXECUTIVE SECRETARY (Grade 6), Museums and Collections Services, (\$1,952 - \$2,433)

ADMINISTRATIVE ASSISTANT (COST COMPTROLLER) (Grade 8), Housing and Food Services, (\$2,296 - \$2,895)

The following positions retain salary rates in accordance with the previous classification system and pay plan.

CLERK TYPIST II (Trust), Dean of Dentistry, (\$1,350 - \$1,677)

SECRETARY (Trust/Term to 30 June 1992), Alberta Centre for Well-Being, (\$1,677 - \$2,143)

LIBRARY ASSISTANT II (Trust/Term to 30 May 1992), Alberta Centre for Well-Being, (\$1,738 - \$2,234)

ANIMAL ASSISTANT I (Trust/Term to 30 August 1991), Surgery, (\$1,350 - \$1,677)

DENTAL ASSISTANT II (Trust), Dean of Dentistry, (\$1,617 - \$2,054)

TECHNICIAN I (Trust), Psychiatry, (\$1,738 - \$2,234)

BIOCHEMISTRY TECHNOLOGIST I (Trust), Pharmacology, (\$2,143 - \$2,765)

TECHNOLOGIST I/II (Trust/Term to 30 June 1994), Pharmacology, (\$2,143 - \$3,018)

ADS

ACCOMMODATIONS AVAILABLE

RENT - Furnished, two storey sabbatical home in Groat Estates Architectural Heritage Area. Five minutes to University. Four bedrooms, two baths, fireplace. 15 June - twelve months. \$950/month plus utilities. 452-6694.

SALE - Grandview, best value with unrivaled view. Five minutes to University. Move-in condition. Open house, Sunday, 1-4 pm. 6203 129 Street. Valerie/Ann, Spencer Realty, 435-0808.

SALE - 10930 87 Avenue. Revenue property. \$14,400/year income. Six bedrooms, two fridges, two kitchens, two bathrooms, two hot water heaters (33 gallons each, in parallel). \$135,000. To view, 433-8302.

RENT - Five bedroom, two bathroom, two kitchen house, 109 Street 85 Avenue. 1 May. 437-3457.

RENT - Three bedroom furnished Glenora bungalow, double garage, fireplace, large yard. July 1991 - August 1992, 451-6178.

RENT - Windsor Park, unfurnished two bedroom house, near University. Available June. \$1,100/month, 432-0626.

RENT - Four bedroom, two storey house at 10958 88 Avenue. Great home in superb location (next to campus). \$1,300/month. Call Reg, 439-7000.

RENT - St Albert, furnished, three bedroom bungalow. Six appliances, garage, fireplace, no pets. 1 July. \$875/month. 458-6609.

RENT - Aspen Gardens, furnished five bedroom bungalow, one year, 1 August. Large kitchen, playroom, deck, fenced backyard. Walk to ravine, schools, shopping. Five kilometres to University. \$1,000 plus utilities. 437-2282.

RENT - Fully furnished sabbatical home, four bedrooms. July - twelve months. \$1,000/month, 438-1626, 451-1719.

SALE - Millcreek, spacious character home, four bedrooms, den, double lot, charismatic! Val/Ann, Spencer Realty, 435-0808.

SALE - Blue Quill Estates, gorgeous, gorgeous four/five bedroomed residence with three baths, triple garage, two years old. Ann/Val, Spencer Realty, 435-0808.

SALE - Blue Quill Estates, \$172,000. 1 1/2 storey, 2,010', dramatic living room, vaulted ceiling, five bedrooms, four bathrooms. Sherry Mailo, Re/Max, 438-7000.

RENT - Southgate, executive five bedroom house, garage, finished basement, 15 May. 434-0524.

RENT/SHARE - in Montreal, two bedroom furnished apartment, private bath, air conditioned, laundry. Walking distance from downtown/McGill campus, 1 May - 31 August. Rent negotiable. 454-6038 (Edmonton).

RENT - Belgravia, furnished three bedroom house, garage, walk to University. July 1991 - July 1992, \$900 per month plus utilities. 437-2317.

SUBLET - Westmount, two bedroom furnished apartment, 1 May - 31 August/portion. \$475 plus telephone. Nonsmokers. Evelyn Munro, 451-4166 days, 452-0230 evenings.

SALE - Luxury University area living. Claridge House condo off campus. Two bedrooms, view of downtown, new carpet, air conditioning, indoor pool, underground heated parking. \$155,000 obo. Call 1-342-0050.

SALE - University, two storey renovated 1,780' suite, double garage. Ron Haddad, Metro City Realty, 439-3300.

RENT - Basement suite, 1 May, close to University. \$350/month, utilities included, washer and dryer. Ideal for quiet graduate student, nonsmoker, references. 437-6060.

SALE - Malmö, beautifully maintained bungalow with bright main floor family room, fireplace, excellent location, \$144,900. Ed Lastiwka, Royal LePage, 437-7480, 437-4984.

SALE - University area, wonderfully restored historic residence, original character and woodwork. Fabulous kitchen, new bathrooms, windows, re-drywalled and insulated. "Journal" feature home, \$229,900. Ed Lastiwka, Royal LePage, 437-7480, 437-4984.

SALE - River view property, small bungalow. Chris Tenove, Spencer Realty, 435-0808, 433-5664.

SALE - Lakefront, Wabamun, north shore. Furnished cottage, lot 100' x 207'. Chris Tenove, Spencer Realty, 435-0808, 433-5664.

SALE - Just listed! 1 1/2 storey, 2,750 square foot home in Westbrook. Marble flooring, new carpet, solarium, huge west backyard, executive area. Liz Crockford, Spencer Realty, 435-0808.

SALE - Grandview, 2,600 square foot unique two storey. Excellent schools, University close, \$255,000. Petrolia, four bedroom, three garages, huge family room, 2,348 square feet, \$159,500. Liz Crockford, Spencer Realty, 435-0808.

SALE - River Ridge Riverbend, immaculate four split level, skylight, french doors, fireplace, attached double garage, \$174,800 - offers! Liz Crockford, Spencer Realty, 435-0808.

SALE - Westbrook, 14 Marlboro Road. Backing onto treed raving. Four bedrooms up, two storey traditional home with walk out basement. Open 28 April afternoon. Liz Crockford, Spencer Realty, 435-0808, 434-0555.

RENT - Riverbend, wonderful, bright, sunny, four bedroom furnished house. August/September 1991-February 1992. \$1,750/month negotiable. 430-6196, 492-1494.

RENT/SHARE - Two bedroom apartment on Saskatchewan Drive overlooking river valley. Balcony, pool, exercise room, available immediately - 30 August, \$240 per month. 433-2908.

SALE - Petrolia, three bedroom bungalow, 1,390 square feet, 2 1/2 baths, finished basement, double garage, fireplace. Excellent condition. Close to French immersion schools. No agents. Phone 435-5583.

SUBLET - Furnished two bedroom townhouse in Michener Park. Available June - August. \$454/month, 438-8890.

RENT TO OWN/SABBATICAL - Professionally decorated, hardwood floors, deck, garage, three bedrooms. Bonnie Doon area. Katherine, 465-4450.

VICTORIA PROPERTIES - Experienced, knowledgeable realtor with Edmonton references will answer all queries, and send information. No cost or obligation. Call (604) 595-3200, Lois Dutton, Re/Max, Ports West, Victoria, BC.

ACCOMMODATIONS WANTED

PROFESSIONAL businesswoman wishes to housesit, long or short term. References provided. Call Dianne, 487-3878.

EXCHANGE - Professional couple seek house swap in Toronto for one year from August 1991. We have furnished home by the University of Alberta. Call Pat Campbell (days) (403) 425-0266, (evenings) (403) 437-1790.

RESPONSIBLE WORKING WOMAN - will housesit. Good with plants and pets. Two months minimum, Donna, 454-6373.

Catherine M. Fletcher B.A. (Hon.), M.Sc., D.D.S.

DENTIST

Catherine M. Fletcher Professional Corporation
330 Garneau Professional Centre
11044 82 Avenue
Edmonton, Alberta T6G 0T2
Telephone (403) 439-2266

Office Hours:
MWF 8-4
TTh 10-6

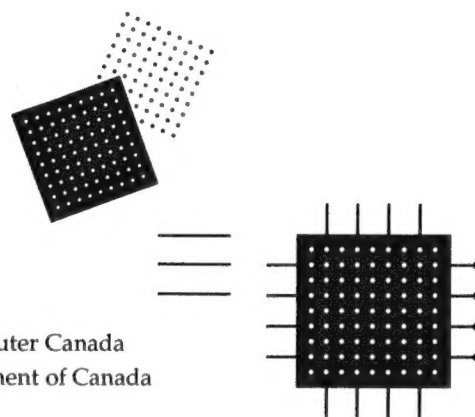
Computer

Vendor

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- Silicon Graphics Canada
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- Zenith Data Systems

The Campus Computing Symposium committee gratefully acknowledges the sponsorship of these vendors.

The vendors will be giving presentations in CAB 265 on 1 May between 09:00 and 17:00. Further details are available at the vendor displays.

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FURNISHED TWO BEDROOM HOUSE/apartment required for month of June. Preferably Meadowlark area. Willing to housesit, references available. John Glenday, 489-4822.

EXECUTIVE COUPLE - seek three bedroom home for rent/lease. Furnished preferred, condo considered. Character neighbourhood, Windsor Park, Old Glenora or similar. Excellent references. Call Paul Cosulich, 451-2630, or leave message.

GOODS FOR SALE

CASH PAID FOR APPLIANCES, 432-0272.

AJ510 Video terminal, visual editing, \$200. 433-8302.

PRIVATE ESTATE FINE ART SALE - Numerous prints (Miro, Chagall, etc.), 4'x6' Morisseau original, African, Inuit carvings, Netsuke Persian, antique Turkish carpets, 462-9773.

ROWING MACHINE - AVITA950 professional. As new. New \$498, asking \$375. 433-5801 evenings.

PARKING STALL - \$35/month, near campus, 439-1681.

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COMPUTERIZED LITERATURE SEARCHING. Expert information retrieval by experienced scientist. All areas. Requests accepted by phone. No red tape! Competitive rates. Satisfaction guaranteed. JL Citation Services, 487-8652.

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TAPE TRANSCRIPTION, word processing, theses, manuscripts. Call Jan, 461-4171, after 6 pm.

QUANTUM HEALING SEMINAR - with Deepak Chopra, MD, author of #1 bestselling book *Perfect Health - The Complete Mind/Body Guide*. Westin Hotel, Calgary, Friday 17 May 1991. For further information call 481-9395.

Studio Theatre presents:

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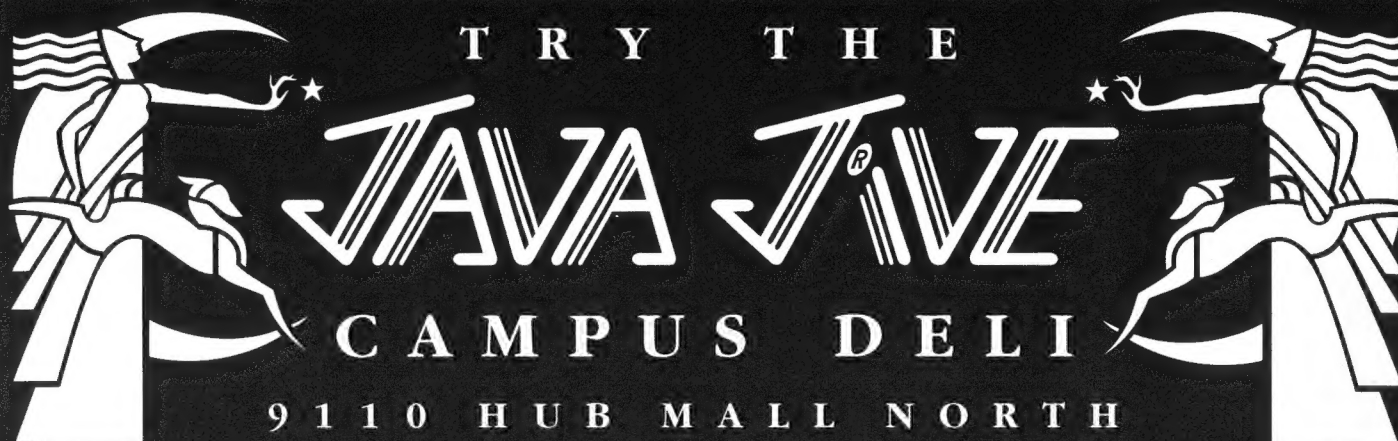
by Tina Howe

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(M.F.A. Directing Candidate)

May 2 - 11

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